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Journal of EDUCATION

BOSTON, MASS.
Vol. CIV, No. 18

November 15, 1926

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR NOVEMBER 15, 1926

EDITORIALS:—
- The Classroom Teachers 451
- James E. and William F. Russell 451
- Edmund Vance Cooke's Latest 452
- Sachs Endowment Fund 452
- A. W. Burr's Article 452

RURAL SCHOOL IMPROVEMENT 453
By A. E. Winship

THE TEACHER 453

BELDING'S PAGE 454

LOST—THE "THREE R'S" 455
By Bernadine Freeman

A NOBLE LEADER 456

THE BUILDERS (Poem) 456

TRAINING FOR LEISURE 457

LUCK (Poem) 459

WHAT MADE CROW A CRIMINAL 460
By Jacques W. Redway

UTOPIA (Poem) 461

BULK COLLECTIONS OR SEPARATE CLASSICS 462
By Max J. Herzberg

WHAT IS EDUCATION? (Poem) 463

CHARACTER CHATS 465
By Joseph B. Egan
- Ledges 465
- Mothers 465
- Sparks from the Grindstone 465
- The Cause of Crime 466
- The New Book 466

EDUCATION IN ACTION 468

TREND OF THE TIMES 470

THE BOOK TABLE 471

GRINS BETWEEN GRINDS 473

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

The Classroom Teachers

THE classroom teachers of the country have demonstrated their ability to present a constructive program and to make a real contribution to educational advancement.

At the Philadelphia meeting of the National Education Association they presented a remarkable program, which was prepared by Miss Julia Sullivan of Boston, retiring president, under whose wise leadership the past year the department experienced a remarkable growth. Miss Sullivan was granted a ten-weeks' leave of absence with salary by Superintendent Burke and the Boston School Committee while president of the Department of Classroom Teachers. During this time she traveled through sixteen states and conducted conferences in twenty-seven cities in the interest of the Department.

Miss Anna Thompson, the new president, a teacher of social science in Northeast Senior High School, Kansas City, Missouri, is a recognized leader among classroom teachers, and is well qualified to continue the work so ably carried on by her predecessors. For the past three years Miss Thompson has served as executive committee member from the middle section and in this capacity has done most effective work in helping to place the department on a real permanent basis. Miss Thompson is a past president of the Kansas City Teachers Club and for several years has been active in the councils of the National Education Association.

James E. and William F. Russell

JAMES E. RUSSELL is Emeritus Dean of Teachers College, Columbia University, and his eldest son, William F. Russell, succeeds him as Dean of Teachers College. Upon the nomination of President Nicholas Murray Butler the official board, unanimously and enthusiastically, elected Dr. William F. Russell on November 5, 1926, to succeed his father.

There had been a muffled rumor for a month that James E. Russell had said to his faculty that it has been his purpose to resign as dean

in two years, when he would be sixty-five years of age, but that he had now decided to be relieved of administrative duties in the immediate future was a genuine surprise.

This is not the occasion to comment upon the wonderful achievements of Dr. James E. Russell, but the readers of the Journal of Education have had innumerable opportunities to know the personal and professional esteem in which we have held the creator of Teachers College.

The prompt and enthusiastic action of President Butler and of the official board in selecting Dr. William F. Russell to succeed his father is unprecedented in many ways, and is a compliment of such magnitude that any commendation of such action is uncalled for. There is only one act that could by any stretch of the imagination be an appropriate commendation, and that is the equally prompt and equally unanimous acceptance by the entire faculty that the selection is in every way most fitting, and this commendation was most enthusiastic the moment the announcement was made.

No one could know the personal and professional qualification of Dr. William F. Russell as it is known by President Butler, by the official board, and by the faculty in its entirety, and there seems to have been no one else in the faculty or among the famous alumni who was in anyone's mind in this connection at this time.

EDWARD J. TOBIN'S re-election as superintendent of Cook County, Illinois, with a plurality of forty thousand is most heartening. This assures another four years of unparalleled demonstration of achievement in one hundred seventy-two out-of-city schools with one or two rooms.

Edmund Vance Cooke's Latest

[From The Book of Extenuations. A sincere and clear-eyed interpretation of some Biblical characters, done in poetical form, with a tinge of satire, a touch of humor, and a full complement of human nature. By Edmund Vance Cooke. With an Introduction by William Allen White. New York: George H. Doran Company.]

WE ALWAYS enjoy Edmund Vance Cooke because he dares to say what no traditionalist would dare to say, often says things that I wish he had not said, and then find myself delighted that he has said them. We also always like what William Allen White says, for he is always wholesome and captivatingly frank. What he likes, I know I'll like, hence I like his "Introduction" to this "Book of Extenuations":—

"Here is a sheaf of poems; songs in several keys; songs taken from the ancient Biblical themes. They are lovely songs, even when they are bitter, and though their themes are ancient, these songs bring us most modern questions. These are songs of the changeless heart of man.

"The changeless nature of man is found in these songs, for they are primitive, passionate songs and all that is primeval and primitive in us is as it was when the race was young, 'when lutes were touched and songs were sung' in the very beginning.

"I commend these verses to whoever likes solid, simple, lovely things; as modern as tomorrow, as old as the Neolithic caves."

You never see the rainbow if you are looking at the clouds.

OTTO VOLBERG of New York has paid $275,000 for a forty-two-lined Gutenberg vellum Bible, the highest price ever paid for a single book. It was bought from the Benedictine convent of St. Paul at Lavant, Corinthia, after the Austrian government had given its permission for the sale.

Sachs Endowment Fund

A UNIQUE and worthy method of using a golden anniversary gift has been introduced by Professor Julius and Rosa Sachs. The sum of $20,000 presented to Professor and Mrs. Sachs, on the occasion of their golden wedding, has been established as an endowment fund at Teachers College, Columbia University. The fund is to be used for the purpose of promoting, by a series of prizes, the progress of secondary education in the United States.

For the year 1926-1927 the Sachs Endowment Fund offers a prize of one thousand dollars for the best essay or treatise on "The Aims and Methods of Science Teaching in the Successive Stages of a Secondary School, and the Intellectual Equipment of the Teacher That Will Enable Him to Put These Aims into Practice." All manuscripts must be in the hands of the Dean of Teachers College, Columbia University, on or before December 1, 1926.

A. W. Burr's Article

IN THE issue of October 25 was an article on "Must Learning Be a Bore?" by A. W. Burr of Beloit College, which was really a captivating presentation of a highly important subject, important to every teacher from the first grade to graduate work. It is so vital a treatment of a great question that we tremble lest some of our readers missed it. It is easy for busy people to pass up an article if the title is not appealing, and Professor Burr's title was not appealing. We hope all of our readers read this highly important article.

Rural School Improvement

By A. E. WINSHIP

PROPAGANDISTS of special schemes for saving (?) the country schools feel called upon to magnify their degradation. They feel professionally justified in falsifying conditions in order to arouse the public to take action on their pet scheme.

It is customary for these propagandists to say that while city systems are greatly improved there has been no appreciable improvement in country schools, whereas the improvement in country schools is to improvement in city schools as geometrical ratio is to arithmetical ratio. This is far from saying or implying that country schools are satisfactory.

Not many years ago there were few country schools that had decent—I use the word advisedly—outhouses. There were none with inside toilets in real rural schools. There were few that were clean, few that were under lock or key, none with screened tanks, and there were thousands of country schools with no toilet privileges of any kind.

Today a good outhouse, with screened tank, with lattice screen in front, perfectly clean seats, and under lock and key, is the rule in real farm communities, and indoor toilets are not unusual.

A few years ago there was in country schools no provision for good water, no individual drinking cups, no decent window shades. Now there is scarcely a country school in a farm community without all of these advantages.

A well-cared-for school yard was undreamed of, now there is scarcely one that has not had definite improvement and care. Then there was not a jacketed stove in any rural school, now there are few schools without one.

Then usable blackboards were a curiosity, now they are universal. A schoolroom with whole clean pastering was rare, now it is everywhere.

Then wall maps, globe, good library books, and a large dictionary and encyclopedia were almost unknown; now they are almost everywhere. The country schoolhouse and grounds of twenty years ago are almost as rare as the ox-cart.

A few years ago there was no scholastic requirement of a country school teacher that any bright seventh grade girl could not meet, and the "examination" was one that a county superintendent could doctor if the girl's father was influential. There will be no state in the Union in the near future that will not require at least a high school education for any applicant for a certificate. A few years ago only four states had any professional requirement, and in the near future there will be no state in which a certificate can be secured without some normal school training.

A few years ago there were few states that required a country school to have as long a term as the city schools had. There were many states satisfied with a six-months' country school, and some did not require children to go to school till they were seven years old.

A county attendance officer was unheard of, and a state attendance officer was undreamed of. All this is changed or provision is being made to change it.

A few years ago there was no scholastic or professional legal requirement for a county superintendent and no popular standard requirement. This has been or is being remedied everywhere. Any talk about the country schools as they were a few years ago reads as it would to talk about farmers who planted crops on the right phase of the moon. The advance is vastly more in the country school than in city schools.

The Teacher

By HERBERT HOOVER

The public school teacher cannot live apart; he cannot separate his teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents all the time. He is peculiarly a public character under the most searching scrutiny of watchful and critical eyes. His life is an open book. His habits are known to all. His office, like that of a minister of religion, demands of him an exceptional standard of conduct. And how rarely does a teacher fall below that standard! How seldom does a teacher figure in a sensational headline in a newspaper! It is truly remarkable, I think, that so vast an army of people—approximately eight hundred thousand—so uniformly meets its obligations, so effectively does its job, so decently behaves itself, as to be almost utterly inconspicuous in a sensation-loving country. It implies a wealth of character, of tact, of patience, of quiet competence, to achieve such a record.

Belding's Page

LIBERAL MARKING

DONALD and Dorothy are starting to take piano lessons in a class conducted in one of the public schools. They practiced faithfully on their first assignment each day for a week. The parental mind could not help wondering how long the initial enthusiasm would last.

Came time for the second lesson. Off they trudged to the meeting place, more than a mile distant. They returned home with smiling faces. Each had received a grade of "A minus" on the previous week's work. They were ready to pitch in and practice hard for another week.

"But," I hear some teacher say, "they couldn't have done that grade of work the very first week."

That point is debatable. If lessons are adapted to the ability of the pupil, an A grade should always be attainable. Otherwise the standard set is impossible.

The point that needs to be remembered is—that a high mark, given upon evidence of diligent study and not in return for shirking, lends valuable encouragement. All that some young folks need, to arouse and stimulate their interest, is a taste of high marks. The fact that they have been able to obtain such marks once helps them to believe they can do it again.

Giving the pupil the benefit of the doubt, when the teacher is wavering between a lower and a higher grading, means conferring an actual benefit. It may be the precise stimulus which is needed at that moment.

---

98 CENTS PLUS

THE physical part of a man is worth only 98 cents, chemists tell us. How then does it happen that 80,000 tickets at $5 apiece are sold for a Harvard-Yale football game? Either all those spectators make a wrong appraisal, or else something is blended with the physical, in a football contest, to make it seem worth the price.

Athletics as a means of physical development alone would be worth something; because a sound mind needs the support of a sound body. But athletics that are turned skilfully to the highest spiritual account are worth untold sums.

Does your athletic coach realize this?

Is he a physical trainer only—one who can make a win-at-any-cost team? Or does he develop sportsmanship in sport, setting nobility of soul above all else? If he does this latter, cherish him and keep him.

SPREADING TOO THIN

THE mind of the young student today is enriched with a great deal of information that children of a generation ago rarely obtained until they were much older. The child becomes familiar with facts of history and civics and hygiene and physics, and with gems of literature, which were not available in the olden days. This is a splendid gain.

Like most gains this involves some losses which should be realized. There are only as many hours in the school day and only as many school days in the year as there used to be—in most schools. Hence the diversification of knowledge tends to neglect of thoroughness. There was something in the old notion that mastery of underlying principles takes time. The schools will never go back to the three R's and those alone. But all educators should become conscious of the new problem of retaining depth and soundness in spite of the required spreading in every direction.

CAN YOU "SELL" EDUCATION?

THE growing demand upon the part of adults for further education is truly a hopeful sign. Only one other sign comes to mind which would be more hopeful. That would be—an equal eagerness upon the part of young people, while still in school.

Certain kinds of learning can be imparted without encountering great resistance. Other kinds, fully as important, are less easy to dispose of.

Educators still have a long way to go in mastering the art of salesmanship. Wares that are wanted sell readily. The real test of salesmanship is the ability to sell, on its merits and without misrepresentation, the studies that are difficult.

Possibly the fault lies with educators who do not, in themselves, feel the challenging call of the difficult, and therefore cannot lead others over the steep way to the high emprise.

The best teachers, in every generation, have been the ones who could "sell" their wares without cheapening.

The intelligence-testers may be trying to get it on the other fellow first.

Anson W. Belding

Associate Editor.

Lost—the "Three R's"

By BERNADINE FREEMAN

Chicago, Illinois

IN THIS scientific age, when we pride ourselves on our modern methods, our intelligence tests, our standardization, and all the other innovations by which this mechanistic civilization is characterized, would it not be well to pause now and then to see just how efficient these methods are? We are wont to smile condescendingly at the naive pedagogical outlook of our forefathers, who were content with teaching the three R's. But after all was there not, and is there not yet, something pedagogically sound in this emphasis on the three R's? Can our modern youth read, write, and figure any better than his father because of the courses in rhythms, art weaving, sign painting, millinery, advertising and accountancy (to mention only a few) that he has been subjected to? It is very doubtful if he can read, write and figure as well. Anyone knows, without the aid of James or Dewey, that real proficiency in ten lines of endeavor cannot be obtained in the same time as proficiency in only three or four lines of work. But that is what modern educators are trying to do. They have reduced the actual number of hours that the child spends in school, and they have divided that time among ten or twelve subjects instead of concentrating on the really essential ones.

Please do not mistake my meaning. I am not advocating a wholesale return to the little red schoolhouse regime, with its three R's, its Friday spell-downs, its double seats, and its "birch and rule." But I am advocating a very serious consideration of this question: Are the fundamental subjects upon which all education is based, being neglected because of the enlarged curricula? Are we not devoting too much time to the luxuries of education, and spending too little time on the necessities? Haven't we rather lost sight of the real purpose of education in the maze of vocational courses, extra-curricular clubs, athletics, and the complex social life that go to make up the schools of today?

Vocational courses are all right, but what good does a course in sign-painting do, when a child can't spell? And to judge by the flagrant errors in spelling seen on our billboards today, one would infer that they cannot spell. I have seen the word "gasoline" spelled with an "e" so often that I have begun to wonder what is really correct, while it is only too common to see a road-side stand advertising "mellons for sale." These are only two examples, which everyone has seen; I could mention dozens more.

What is the value of a highly-specialized course in accountancy, if, in the elementary grades, the child has not mastered the fundamental processes of arithmetic? Is there any value in learning to write advertising copy if one cannot use good grammar? Is there any comparison between the ability to do art weaving and the ability to write legibly? But how many high school graduates can write legibly? And do you know their excuse if asked why their writing is so poor? It is that they have had to take so many notes in their various courses, that it has literally "cramped their style."

What does it profit a man if he can read French or German, but cannot read English aloud in a comprehensible way? How many times will he be called upon to read French or German in comparison with the almost everyday occurrence of reading English? What we need is an injection of "fundamentalism" in our curricula. We have been led hither and yonder by every new educational fad that has come along until now we seem to have lost all sight of the real essentials.

Apparently the educators think that because children have been taught the three R's for so many generations they are now born with more or less of a knowledge of them. But knowledge is not inherited. We are now getting a generation of children who amaze their parents with glib discussions of socio-economic theories, of French opera, of caloric values, of interior decoration, and of type-setting. The children think they are receiving a "broad education." The parents wonder how they spent their hours when at school when they were children; certainly they did not learn such marvelous things as these. But if it came to a real test, mother could outspell Helen all along the line, although Helen knows all about advertising copy and layouts. Father is far more accurate at figuring than Bob, although Bob has just finished a course in cost-accounting. And Aunt Jane, considered by the children as an "old-timer," can write a more grammatical and more legible letter than either Bob or Helen, although both of them have studied lettering and design.

I have known Phi Beta Kappas who could not spell the commonest words correctly, who wrote "comment" with one "m," and "coming" with two. I know of the case of a

young woman, a graduate of a mid-western university, who applied for a teaching position. In her letter of application she stated that she would "perfer to teach English." Even to this day she cannot understand why her application was not accepted. If this is true of the supposedly intellectual "cream," I leave you to imagine the condition of the "skimmed milk."

There was never a time when a knowledge of the "three R's" was as essential as it is today. Never before was there as much being written, in the form of correspondence, in newspapers, in magazines or in books. And as a natural corollary, never before was there as much reading going on. People are earning more and spending more than ever before—hence the need for a thorough groundwork in the principles of arithmetic. A plea for the three R's is not a fad, it is a practical necessity, based upon actual conditions.

In this age of highly specialized industry we have come to scorn such simple accomplishments as good spelling, legible penmanship and good oral reading. The pendulum has swung from the extreme simplicity of the old-time curriculum to the sophisticated complexity of a modern school curriculum, with its courses in art appreciation, textile design, pharmacy, eurythmics, jewelry making and cattle-raising. It is now time that the pendulum moved again, but this time only part way. Let us hope that the movement will be in the direction of pedagogical common sense, where the educational superficialities are relegated to their proper and subsidiary place, and the three R's return to their place of pristine importance in the field of elementary education.

A Noble Leader

PRESIDENT WILLIAM JEWETT TUCKER of Dartmouth, the creator of modern Dartmouth, was one of the noblest men modern New England has produced. He was for many years a wonderful companion piece to President Charles W. Eliot of Harvard. These men inspired academic leadership of America in royal fashion, and their death so near together makes a deep impression especially upon New England educators. Both of these men were more than leaders in collegiate circles, they were great civic leaders in the creation of civic morale.

President Hopkins, successor to President Tucker, at an alumni service in the Old South Church, Boston, crystallized universal appreciation of this great leader in religious as well as scholastic life in New England, from which we quote:—

"No sufficient monument could be erected were the wealth of the Indies available for this. . . . The true record of his work can never be unveiled because the material for this could only be found in the kindled souls, the quickened minds, and the bigger hearts of men who knew him.

"Words can no more describe the personality of a great man than they can sound a great symphony or picture a great painting. Some one at some time may tell with reasonable completeness what President Tucker did, so far as tangible results indicate this. No one can ever know, much less say, how much the intangible factors of life in his time were affected by him. Certainly his influence upon these was very large.

"In all that has been written there is no complete picture of this man whose personality and character were as powerful in influence, even as his extraordinary ability and his indefatigable industry. Phases of his life may be indicated by written or spoken language. The composite man was too great, too varied in his genius, and too far-seeing in his vision to be understood entirely or to be described adequately."

The Builders

A builder builded a temple,
He wrought it with grace and skill;
Pillars and groins and arches
All fashioned to work his will.
And men said as they saw its beauty:
"It never shall know decay,
Great is thy skill, O builder!
Thy fame shall endure for aye."

A teacher builded a temple,
With loving and infinite care;
Planning each arch with patience,
Laying each stone with prayer.
None praised the unceasing efforts,
None knew of the wondrous plan,
For the temple the teacher builded
Was unseen by the eye of man.

Gone is the builder's temple,
Crumpled into the dust;
Low lies each stately pillar,
Food for consuming rust;
But the temple the teacher builded
Will last while the ages roll;
For that beautiful unseen temple
Was a child's immortal soul.

Training for Leisure

THE use of America's leisure time was the theme of the Thirteenth National Recreation Congress of the Playground and Recreation Association of America, which met in Atlantic City, October 18-22. Leaders in many fields discussed the problem of the added hours for recreation afforded by the present eight-hour work day and by the promise of a forty-hour week which organized labor recently set as a goal.

Though agreed that this increased leisure time, unless constructively occupied, may be a menace rather than a blessing, the congress viewed the situation with optimism.

"The children of to-day are being robbed of their childhood by intruding the practical and the useful into their play at too early an age. The test of good education is that the child has not been made to fit into a machine."

—Joseph Lee.

"It is imperative that educational institutions train children for leisure as strenuously as for a vocation. As a great majority of people never go to college the training must be a part of primary and secondary schools. And our night schools instead of being strictly vocational, must spend some time in education for leisure hours." **—Dr. George Barton Cutten, President of Colgate University.**

Typical programs of public recreation which were reviewed at the convention indicated that in 748 cities a solution is in process through play spaces and recreation leadership provided by the community. Twenty years ago the public recreation movement in the United States meant little more than the children's playgrounds, which had been adopted by forty-one cities. Now it has expanded to include athletics, social recreation, music, art, drama, and handcrafts for adults. Camping, nature study and outdoor life are more and more promoted by municipal departments of recreation.

The Congress considered leisure in its relation to the fundamental institutions of life—the home, the church, business, labor, education and government. In several sessions the need of educating both children and adults for a satisfying use of their time was stressed.

Dr. George Barton Cutten, president of Colgate University, stated that it was imperative that educational institutions train students for leisure as strenuously as for a vocation. As the great majority of people never go to college, the training must be a part of primary and secondary schools. And our night schools, instead of being strictly vocational, must spend some time in education for leisure hours.

Rt. Rev. William T. Manning, Episcopal Bishop of New York, gave his approval to the proposed five-day week in industry, declaring that no human being should be barred from time and opportunity to develop his higher life. "Our sports and recreations," he said, "are in their own proper place as truly acceptable and pleasing to God as our prayers and our worship. The instinct for play is as divinely implanted in human nature as the instinct for work and the instinct for worship. The church must not merely tolerate clean sports and recreation, but give them its glad and open blessing."

The church ought to inspire wholesome recreation activities and demonstrate their possibilities rather than go into the business of promoting recreation on a permanent basis, according to Rabbi Abba Hillel Silver of Cleveland. He intimated that where specialized agencies for recreation were in existence, it was their business to organize play and not the church's business. "Religion in America is superficial because it must make its appeal to people who are in a hurry," he said. "The Kingdom of God comes without haste. The heart of the religious mood is meditation, the hushed and silent contemplation of life's profundities. But what American ever meditates? We need more time to get acquainted with ourselves. We should develop a new science—the Science of Leisure."

"We have not enough amateurs in our society today—men who, out of sheer love of life, set about to utilize their leisure time purposefully and creatively. . . . Most of us have only one world in which to live—the world of our vocations. For the purpose of earning a living, that is admirable. For the purpose of earning a life, it is fatal."

Joseph Lee, president of the Playground and Recreation Association of America, spoke on "The Lost Ages of Childhood and Girlhood," saying: "Today children spring full fledged into womanhood without ever having known the beautiful experience of girlhood, that

period from thirteen to eighteen years of age which should be dedicated to preparation for life. . . . The age of girlhood can only be brought back by slowing down the present speedy processes." He suggested that the mothers of each associated group of girls organize to declare a truce on parties, movies and other social excitements, gradually decreasing their absorbing pressure and thus leaving "time and energy for serious preparation for genuine and worthy womanhood and motherhood."

The children of today are being robbed of their childhood, Mr. Lee declared, by intruding the practical and the useful into their play at too early an age. The test of a good education, he said, is that the child has not been made to fit into a machine.

Every recreation program should be so designed that there will be a proper place in it where every child can excel at something. "There is nothing more terrible," said Mr Lee, "than to be a complete duffer."

The precocity of the modern child was emphasized by Charles English, director of the Bureau of Recreation, Chicago. "American children are reaching their maturity three years earlier than before," he stated. ". . . What educators are just learning in all parts of the country is that they must revaluate their entire educational systems to keep pace with changing mentalities."

"Leisure and the Home" was the topic of Mrs. A. H. Reeve, president of the National Congress of Parents and Teachers, who scored adults for the hue and cry they raise about the lawlessness of youth. "Who," she asked, "edit, publish and distribute sex magazines, produce and exhibit and largely maintain the destructive variety of motion pictures, run the road houses, shatter the Eighteenth Amendment and the traffic laws, and decry the lawlessness of the youth of today? The adults."

Parents find it easier, she said, to hand out a dollar and murmur weakly: "Now don't stay out too late," than to plan and carry out counter attractions to those which we deplore. "Life has moved away from the fireside, and we cannot bring it back by sitting wailing by the cold ashes on the hearthstone. There are certain grave diseases which cannot be negatively treated in our social system today. We are suffering from an excess of impressions."

Mrs. Reeve urged united public action against the epidemic of lurid literature which floods our streets and shops. "If there is no law to cover the case, let us make a law which will save our children from this hideous infection," she said.

She voiced a hope that through the co-operation of the home, school and community, the wise use of leisure may become largely automatic, to the point at which as now on health and education and society, the transgressor shall be the example of the unfit who shall not survive, the object of censure from public opinion as is now the wilfully unclean, uneducated and uncouth.

To check the wave of youthful crime and delinquency which lately has exercised the nation, more playgrounds and recreation leadership were prescribed by several speakers. "Playless children make up the principal part of our prison population," said Dr. Charles Platt, president of the National Probation Association. In addition to the lack of adequate recreation, he named extravagant desires and the sporting elements and thrills in criminal acts as the principal causes of crime among young people.

"To meet this new source of crime, we must lay down in childhood those character attributes that will make a normal social life possible," Dr. Platt said. "The schools do not do this, since they give facts rather than principles. Knowledge is not a virtue. Educate a sneak thief and you get a swindler. Our wide-spread superficial education is, in part at least, responsible for our enormous fraud bill which far surpasses the bill for crimes of violence." As a remedy he urged well directed play which, he said, is as much a community duty as is a well directed school. "Playgrounds keep children out of courts," he stated. "In our large cities delinquency increases in direct ratio with the distance from a playground."

Calling attention to the ten billion dollars which America annually wastes through crime, Captain Percy R. Creed of the Sportsmanship Brotherhood said: "A billion dollars spent in morale building through organized community recreation, amateur sports and education in self-knowledge might cut our crime bill in half."

Hon. John G. Winant, governor of New Hampshire, pointed out: "The average age of criminals is today six years younger than it was in 1913. Some of our most heinous crimes are committed by adolescents between the ages of seventeen and twenty-one, and we are not exaggerating in stressing the effect of corrective play methods to stave off juvenile law-breakers. . . . Big cities are crowding out the child's nature, placing new restriction never guessed at previous to our industrialism. The machine is crushing out the satisfaction of living."

Colonel Theodore Roosevelt also asserted that young criminals are created by what is done in their leisure hours. Declaring that some point of recreation interest common to parents and children is vital to home life, he said:

"I would be ashamed if my children did not want to spend most of their time at home." The neglect of parents to provide suitable home recreation is due, he charged, not only to ignorance but to laziness and cowardice.

Athletic sports are needed by office workers but by few industrial workers, according to James H. Maurer, president of the Pennsylvania Federation of Labor. As suitable recreations for the coal miner, steel worker and others whose work calls for physical exertion, he recommended light opera, reading, music, lectures and educational dramatics. Mr. Maurer predicted a seven, and eventually a six-hour work day, which he said will permit a finer family life.

John Nolen, president of the National City Planning Association, said that he had found in Europe a more spontaneous spirit of play than in America, though systematically organized recreation had just begun abroad. England has built 650,000 garden homes since the war and 60,000 more will soon be available. Hundreds of thousands of people in Munich and other European cities take part regularly in family and group picnics, hikes, and other outdoor recreations.

Anne Carroll Moore of the New York City Public Library stated that reading deserves to rank among the genuine sports and urged recreation leaders to co-operate with libraries in helping children to claim their share in "something that belongs to them on the same terms as air and sunshine, namely, the books of their need and their voluntary choice."

Reminding the Congress that the cultural production of early America was almost wholly based on the natural environment, Professor William G. Vinal of New York State College of Forestry advocated community programs of nature study as an unlimited medium for expression in story, art, song and drama. "Ultimately every inhabitant will have his contribution," he said. "It may be a mineral collection or a knowledge of dahlias, a bird bath or a hive of bees. Each neighbor will have his personal responsibility for his share in making the city beautiful, in preventing flies, or in attracting birds. A well-organized nature program will bring health through outdoor activities; a loyal citizenship through the appreciation of the community nature resources and a love of the beauty in local hills or lakes; neighborliness through appreciating, growing and exchanging plants plus a pride in beautiful yards and streets; wholesome leisure through the habit of nature interests."

"Recreation should be planned to encourage the emergence of the individual. Do not plan for the least common denominator," advised J. C. Walsh, New York publisher and a director of the Playground and Recreation Association of America.

The Congress practiced what it preached by participating in active play. Old American games and dances were revived. Daily classes in community drama, community music, games, handcraft and social recreation, conducted by national experts in these subjects, gave delegates practical information to carry back to their communities. Throughout the convention it was emphasized that the future of the leisure time movement depends to a considerable extent upon increasing the supply of trained recreation leadership, both professional and volunteer.—Report.

Luck

What constitutes the thing called luck?
In it I fancy there is pluck,
And there is faith and there is skill;
It has a part of iron will:
It is born of dreams which brave men hold,
And comes to them if they are bold.
Luck is the joy which men deserve,
The rich reward of those who serve.

Luck likes to help and boost the man
Who bravely does the best he can;
It seldom benefits the base
Or raises high the commonplace.
It often helps the friend in need,
Yet he is helpless here, indeed,
Who has no courage of his own
And must depend on luck alone.

If you have faith and you will work,
If you will go where dangers lurk;
If you possess a dream and cling
To it in spite of everything;
If you are brave and wise and fair,
And have the grit to do and dare;
If you possess your share of pluck,
The chances are that you'll have luck.

—Exchange.

What Made Crow a Criminal?

By JACQUES W. REDWAY

Mount Vernon, N. Y.

THAT was not his name, but it is one which will answer the purpose quite well. A Pennsylvania newspaper chronicles the details of his arrest, charged with theft. Nothing unusual about that fact either. Even in the super-moral State of New York, citizens tinctured with sobriety have been jailed for theft, and the chances are even that at least one of the unfortunates bore the name of Crow. The name may possess an uncanny suggestion; but in spite of the fact that Crow lived his life thoroughly and plentifully peppered with peculations, he was kind of heart and religious by heredity, and all his life it is doubtful if ever he harmed a human being purposely.

The education of Theophrastus Crow began just before he reached his 'teens. It is probable that he went to school, but the school did not provide his education; his education began at the time when his father enlisted as a soldier of the Civil War, and was never heard of afterward. Of the father but little is known. He probably was the descendant of a "redemptioner." He built a shack in the mountain region of Pennsylvania, getting as far away from civilization as possible. He raised a little garden truck, some pigs and chickens, and a fair-sized brood of children. Heaven was kind to the mother of those children; she was taken from a life of wretchedness and misery when the oldest boy, Theophrastus, was about ten years of age.

After the disappearance of Crow senior the care of the family fell upon Theophrastus. Perhaps the psychologist might describe this as a "hereditary vestigial animal instinct." Anyway, the boy cared for his brothers and sisters—and he cared for them in any way he could. He cultivated the little patch of ground, and prowled the mountain fastnesses for what they could furnish. Occasionally he trespassed upon his neighbor's cornfields and roosts. His arrest a few weeks ago came about after a lot of chickens for which he could not account were found in his possession.

Theophrastus Crow is now nearing seventy-five years of age. Other men—and many of them—have reached that age, but not one in a million has added to it the experience that has come into Crow's life; for of that three-score and fifteen years he has spent forty years in jails and prisons, and now he has three more years to serve. The care of orphan brothers and sisters was the first course in Crow's education. An incident for which he was not fully responsible was the beginning of a second course. He was small in frame and as agile as a cat in the period of his boyhood. Moreover, he possessed the qualities that attracted a gang of housebreakers who came to Welsh Mountain for temporary seclusion. The gang needed an Oliver Twist, and young Crow proved the greatest prize ever. He could climb like a squirrel, squirm through barred windows like a weasel, and move around through occupied rooms as noiselessly as a mouse. For two years the gang made the most of their prize; then they fell into the clutches of the police. The gang got long prison terms; Crow was sent to a reformatory. He served his term therein with a record of good behavior and returned to his one-time home. Then began the next step in his education. He set about getting employment, but no one would have him; his record was against him. He would have fared better had he sought his way among strangers; but he was hardly to be blamed for that hiatus in his knowledge. Sooner or later want drove him to petty thievery, and, in time, he became a neighborhood terror. He gathered about him a gang of his own kind, and the depredations which they committed were not few and far between. The gang was notorious all over the state. To their credit it should be said that they never robbed a paymaster or killed one of their victims. A hen roost here; a cattle pasture there; a halter to which a horse was attached—these were simply the extent of their peculations.

During the twenty or thirty years following his release from the reformatory Crow was in county jails and state prisons more than half the time. He likewise became notorious as a

> "Who is to be blamed for the unfortunate career of Crow? Was he a criminal by heredity? Probably not. He became a criminal by education.
>
> "What made Crow a petty thief? . . . . . Environment plus education minus strength of character."

jail breaker. Time and again he escaped, only to be imprisoned for other crimes.

A conviction for robbery sent him to prison for ten years, and this, with one exception, was his longest term in confinement. After his release he became an itinerant preacher and evangelist. He followed that career for several years, and apparently he had settled down to a useful life. This experience ended when he was accused of stealing a household article in a house which he had just rented and from which the belongings of a prior tenant had not been removed. His guilt was a question of extreme doubt, but a jury living in a community which had prosecuted a victim charged with witchcraft declared him guilty. Thereupon he was sent up for a term of eleven years.

At the expiration of his imprisonment he returned to his former home. Again he tried to resume his work as an evangelist, but the odds were against him. He was advanced in age beyond his years. The work which had become the ambition of his remaining years was beyond his reach. Feeble in body and broken in spirit, it is unlikely that he will ever leave the walls that have closed about him.

Who is to be blamed for the unfortunate career of Crow? Was he a criminal by heredity? Probably not. He became a criminal by education. Crow senior was a law-abiding man. The fact that his children bore scriptural names indicates that he was a man of religious character. The annals of the neighborhood in which he lived charge him with nothing worse than poverty. Moreover, the desire of the son to become a preacher—and this was the case in the period of his old age—seems to be due to heredity. The desire became almost an obsession.

What made Crow a petty thief? We are told that environment is the half of righteousness, and not infrequently this is the case. Crow was born in a neighborhood where poverty and shiftlessness prevailed. But there were well-to-do and prosperous families in that same community. One of these prosperous neighbors cheated Crow, then a young man, out of a part of his wages. Crow got even by running off with one of his employer's colts.

While he was still a boy it seems likely that the want of food for his brothers and sisters impelled Crow to commit his first theft. In time thieving became a habit. But sooner or later, habit acquires both a physical and a psychological basis which finally is registered in the anatomy of the brain. Like the redemptioners in general Crow possessed a weak and untrained moral character—a mind so weak that either he would not or could not eradicate a vicious habit. Therefore environment plus education, minus strength of character made him a persistent thief.

What is habit? Without an attempt to answer the question, one may say that, more than any other trait of mind habit dominates character; indeed, there are instances a-plenty in which character is the slave of habit. In sentencing a criminal to the gallows an eminent magistrate said: "We cannot prevent evil and vicious thoughts from entering the mind, but we can prevent the mind from harboring them Sow a thought and you reap an act Sow an act and you reap a habit. Sow a habit and you reap a character." He might have added that the character might be Christlike—or it might be the incarnation of all the devils in hell.

But all this does not answer the important question: Who was responsible for the education of Theophrastus Crow?

Utopia

By Will Chamberlain
Yankton, South Dakota

Long I'd been looking for Utopia—
In all the big, complete geographies,
In all the atlases of careful Rand.
That beautiful, that satisfying land
Had held spellbound my wishful ecstacies.

The books discoursed of places tropic-glad,
Of higher latitudes, austere but fine,
Of laughing, sea-kisst beaches, and all
The plains whereon the clouds of mountains fall,
But of Utopia no map, no single line.

It is a region of delusive myth,
A spot far-hid, beyond the pilgrim's art,
I murmured, whereat on my ear fell this:
If you would know Utopia's rare bliss,
Draw back, O friend, the curtain of your heart.

Bulk Collections or Separate Classics

By MAX J. HERZBERG

Central High School, Newark, N. J.

LIKE all teachers of English I believe that the study of literature in the classroom should not end there. The effects of this study should be carried over by pupils into the habit of their daily lives. That is, I am always hoping that association with good books for a few minutes each day may create in my pupils a desire to associate permanently with good literature.

Let me at the outset of this discussion state openly what every teacher knows to be the truth: If this desire is to be implanted at all the terms of the association must be made as easy and as attractive as possible. Nor should this statement seem to be in the nature of an admission. We cannot expect from our pupils more than from adults. Few indeed are the adults of such sterling character that they voluntarily work into the fabric of their busy lives an apparently burdensome habit, presented to their attention in an inconvenient and uninteresting form.

So essential to the welfare of pupils is the formation of the habit of good reading, that no pains should seem too great a price to pay if thereby this habit can be fostered. With this as my premise I have studied the fluctuations of textbooks throughout my teaching experience.

I have welcomed improvements in the appearance of school editions of the classics, knowing that a clear open type page is not only good for the eyes but a veritable tonic to the attention. The more handy the volume, the greater has been my pleasure; since clumsy volumes not only create in pupils a bad posture, but also an acute amnesia, so that the books remain in the desks and the assignment also. Fuller notes, simple and illuminating; more careful editing adapted to student needs and student limitations; checks by means of which pupils may test for themselves their grasp of their reading, have all added to my enjoyment of teaching—not because they save my time, but because by these means the interested and conscientious pupils are assured of getting their time's worth out of the effort they expend upon their texts.

These and other problems connected with texts for English classes have been my serious concern these many years. When therefore the bulk collection came upon the market a few years ago, I studied it with interest. The more, however, I saw of this type of collection which aims to give a whole year's reading in one volume, the more I questioned its value. In the fear that I was perhaps mistaken in my conclusions I consulted other teachers. But they answered me chiefly by asking me the very questions that I had been asking myself: "How can you expect a child to form the 'library habit' if you pretend to give him a whole library in one volume?" "Do you think a clumsy tome is likely to make a child anxious to start a library of his own?" "Do you suppose two or three editors can deal successfully with the whole range of English literature?" "How many pupils in your classes will finish a novel for outside reading after being given an excerpt of a few chapters and a synopsis of the whole?"

Following my own consideration of this problem I was greatly interested to learn that a well-known Boston book publishing house had carried on a widespread investigation of this same subject.

After having made a careful survey of the field of texts for high school classes in English, the publishers came to the conclusion that bulk collections had numerous disadvantages, pedagogical and economical. In order, however, to obtain more exact findings, the educational department determined to circulate a questionnaire among teachers of English throughout the United States. This questionnaire was purposely framed in such a way as to stimulate argument, and many teachers promptly responded to the stimulus. Some teachers submitted the questions to their classes. These publishers have kindly given me access to the replies to the questionnaire.

One question sought to discover to what extent the reading of an excerpt resulted in the reading of a whole at some other time. Another query went into the problem of superficiality. Other questions took up the degree of editorial expertness revealed in bulk collections and in separate classics, the adaptability of collections to given courses of study and to the needs of the individual, the continued timeliness of collections, and similar matters. The question of economy was fully considered. The problem of the kind of printer's type used and the avoirdupois bulk of the collections was raised in other questions.

The statistical tabulation of the replies received from hundreds of teachers displays conclusions astonishingly unanimous. This tabulation of the finding of the investigation, with the light it throws on the degree of interest aroused by

collections and by separate classics, the extent to which collections encourage superficiality, the relative editorial merit of the two kinds of texts, the amount of unavailable material contained in the collections, the actual preferences of teachers, and other important points, is here given.

FINAL TABULATION OF THE FINDINGS OF THIS INVESTIGATION

83.6 % find that separate volumes arouse more interest in an author than collections.
78.4 % find that the use of collections containing extracts encourages superficiality.
71.4 % find that individual texts are edited more satisfactorily than collections.
76.2 % find that the great weight of collections interferes with their successful use.
74.7 % find that collections contain so much material unavailable for use as to render them highly expensive.
69.8 % find that collections pass out of date so rapidly as to render them impractical.
76.5 % find that there is a distinct value in having a special editor for each classic.
85.09 % want separate texts for class use.

This investigation shows that this representative body of teachers found that separate classics possess the following advantage over bulk collections:—

First, completeness, wherever such completeness is required or desirable.

Second, full and expert editing with teaching helps by recognized authorities in each field, who are, in addition, outstandingly successful teachers of the subject.

Third, flexibility and adaptability of a series of classics to the changing needs and requirements in every course of study.

Fourth, the psychological zest produced by a change in books as each title is completed.

Fifth, the constant possibility of securing new and up-to-date titles for the study of contemporary literature.

Sixth, and to my mind none is more important, the stimulus given by the reading of individual classics, easy to handle, attractive in form, to the formation of private libraries on the part of students.

In examining and analyzing the results of the questionnaire I was at all times conscious of the professional insight and discrimination that actuates the replies. Startling as the uniformity of conclusions proved to be, nothing was more impressive than the note that recurred again and again and upon which I wish to close the discussion: "The only advantage to be considered is that of the pupil."

What Is Education?

"What's education," people ask.
To define it is no easy task.
"'Tis education forms the mind,
Just as the tree is bent, the twig's inclined."
Though this was written years ago
It tells us what we all should know.
All learning has a fourfold aim,
Wise pedagogs now loud proclaim.

Three R's we study hard and learn
That we our daily bread may earn.
If man would do the thing that's right
He must not be a parasite.
Unless one earns he should not take,
So each must then a living make.
This is the "Bread and Butter" aim,
Wise pedagogs now loud proclaim.

But man must more than living make.
Each one should learn to give and take.
The child must learn to be a man
And do in life what good he can,
Earn something more than what he needs,
And learn in youth to sow good seeds.
This is called the "Social" aim,
Wise pedagogs now loud proclaim.

Man, too, must learn to guard his health,
It's better, far, than power and wealth.
If we would have the nation thrive
For better health we all should strive.
To free our land from ills and pain
Is better far than worldly gain.
So then we add another aim,
Wise pedagogs now loud proclaim.

If from the good, man ne'er departs
He'll spend his leisure with the arts.
He'll know the best in literature
And music, too, that will endure.
Though this by some is called a fad,
The "leisure" aim we now must add.
The best of all the "leisure" aim,
Wise pedagogs now loud proclaim.

To earn our bread; to help the rest;
To guard our health; and know the best
The world to us has handed down,
To learn from men of great renown,
To honor those who o'er us rule.
These are the things we learn in school.
To sum it up in one big aim,
It's to make men, we all proclaim.

—Rustic Bard.

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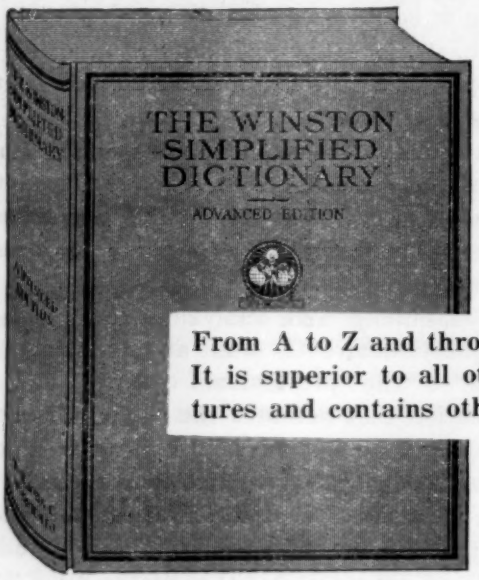

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Character Chats

A Journal Feature Which Is Helping to Mould the Lives of Boys and Girls

By JOSEPH B. EGAN, A. M.

Ledges

MANY years ago workmen left a ledge of rock beside the track. The wheels of swift engines ground past it and engineers looked down upon its jagged top, but the people in the coaches only knew that as they passed it, a darkness swept in upon them.

Now space is needed for new tracks, and the old ledge must disappear.

Yesterday workmen swarmed out upon it, driving steel drills into its stubborn rocks. Today mighty charges of dynamite will blast it into bits, and tomorrow the ledge will be loaded onto flat cars and hauled away. As I watched the workmen driving the steel drills slowly into the rock, it came to me that I was witnessing in the physical world what happens very, very often in the spiritual world. Each one of us has left somewhere in our make-up a ledge of prejudice. It is a very hard and cruel ledge with jagged thoughts and rough opinions, and it towers along the highway of our thoughts, darkening them as they pass and threatening to tumble down upon them.

With some it is a ledge built up of old religious prejudices. Upon it stands an ungainly church across whose door is written: "The Church of John So and So. Either enter into it or be condemned forever to John So and So's particular place of punishment."

With some it is a ledge built up of racial prejudices. Upon it stands a statue of John So and So and under the statue is chiseled the words: "John So and So, the only man of the only race that is fit to live upon this earth."

With some it is a ledge built up of the prejudices found in pride. Upon it stands the head of a man hewn out of stone. It is a most peculiar head, for the eyes and forehead and chin are barely formed, but the nose is beautifully done with a tip that curves up to the sky like a stubby sword. Under the head is chiseled the words: "The head of John So and So, whose upturned nose distinguishes him from all the rest."

Besides these ledges there are many others, for prejudice is very, very common in the human soul. Wherever it is found it forms an obstacle to progress. Each one of us should busy ourselves in its destruction, boring deep holes into its sides with drills armed with the diamond-points of facts, and exploding in each hole a mighty charge of that most profound explosive, human reason.

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Mothers

THERE is an apple tree leaning like a work-worn mother against the purple rocks of an old fence corner. It is splendid in its weariness. Its arms are knotted with the battles of life and it sighs as the autumn breezes blow over it. It is heavily laden with a thousand glowing, rosy-cheeked children, under the weight of whose care its great branches threaten to break down. The wise farmer has fitted props here and there upon which the mother tree leans her arms thankfully.

I wonder if mothers, generally, are not a great deal like that beautiful, hard-working apple tree. I have a vision of a mother of men in which all the mothers of men, since time began, have melted and blended together to form one radiant, beautiful personality. She is strong, as I see her, like the apple tree. She is weary, also, and her hands are knotted with centuries of toil. She is as beautiful as it is possible for humanity to become, and in her eyes is the soft radiance of all the love that has gone out to her little ones. Her hair is beautiful, too, but in the golden light that floods over her it seems to shine like spun gold and circle her head with the glory one sees about the heads of saints. And her arms stretched out before her seem the safe resting place of rosy-cheeked heads of happy children. And beneath her arms, holding them up lest they grow weary through well-doing, are the hands of Another, on whose fingers worlds twinkle like diamonds gleaming in a great light.

It seems to me that where the mother is there also is God, and I fancy that when God planned little children He loved them with such a great love that he wanted to care for them in person, Himself, but since He could not do that He invented mothers to serve them in His stead.

Sparks from the Grindstone

AS YOU all know, Ben Franklin was a man who thought many years ahead of his time. He should have lived in the twentieth century to have been placed among people of his own strength of mind and clearness of vision. It must have been a great trial to him to have seen so clearly the needs of his day and found it so difficult to interest his fellow townsmen in them. The great difference between the mind of Franklin and that of the average man around him was the fact that Franklin was

able to detach himself from the interests of the moment, its politics, its greed, its personal importance, and send his mind forward into the days to come. All about him people were sweating, and working with their noses, so to speak, so close to the grindstone that their eyes were blinded with the sparks. To them there was nothing in life but the roar of the grindstone and the hiss of the metal on it and the sparks that told all men whether their grindstone was going faster than the grindstone next to them. They were very, very busy making sparks with their grindstones.

Franklin, on the other hand, while he worked his stone with his feet and guided the tool he was sharpening with a trained hand, took time to glance about him. He looked up at the clouds and saw electricity at work there. He told the deaf ears of his friends about it. He looked at the bent backs and worried faces of the people about him. He laughed and told them to cheer up. They smiled in return but went on working harder than ever. He glanced out of his window and saw the darkness of the night and the forms of people stumbling along and he took time to hang out a bright lantern to aid their uncertain steps. His fellow workmen glanced at his lantern, and went on stumbling through the dark.

Now, all these weary-faced workmen are dead and gone. Their grindstones are still, and no sparks rising from their well-worn surfaces. On the other hand the spirit of Franklin is abroad in the world rearing the power houses from which come our lights, sparkling along our streets where our great arcs turn the night into day, laughing in our ears through the lips of poor Richard and influencing us all in a hundred ways each day.

Franklin, the man with vision, the man ahead of his time, the dreamer, the doer, still sits at his invisible grindstone grinding away and filling the world with a rush of brilliancy from his far-sighted soul.

The Cause of Crime

IF WE listen to the newspapers the cause of crime is found in lawlessness.

If we listen to the brewer it is found in prohibition.

If we listen to the clergy it is found in lack of religion.

If we listen to the judges it is found in lack of reverence for the courts.

If we listen to the scientist it is found in heredity.

If we listen to the teacher it is found in lack of education.

If we listen to the social worker it is found in lack of proper homes.

All of which proves conclusively that it is found in neither one nor the other but in some far deeper, far more subtle source that operates somewhere within the soul of man himself.

To my mind the destroyer of peace, the wrecker of homes, the builder of prisons, the tyer of hangmen's nooses, the sluiceway of tears, the origin of sighs and the source of all the bitterness on earth is nothing more nor less than our old enemy, selfishness.

If the poor are robbed in the markets of the world, selfishness stands behind the counters writing unjust prices on the cards or weighing out the goods on false scales.

If the weak are oppressed in the government of the world, selfishness sits in the seats of the mighty and either writes the laws or enforces them unjustly.

If there is misery in the home, selfishness sits at the table or walks through the rooms or raises his horrid voice in discord when the family speaks.

If there is strife in the places where men work, selfishness elbows through the crowd, or tramples justice under foot, or speaks in secret the lie that so often proves deadly to human hopes.

Wherever there is misery or tears, or sad eyes, selfishness has passed by and laid its cold fingers over the warm human heart.

And now, how can selfishness be overcome? The answer is age-old, yet full of the vigor of everlasting youth. Four words embrace it. Four words hold the secret of the new earth that is to be and the new heaven that shall surround it:—

"Love, thou, thy brother."

The New Book

THERE was once a very wise king who had so much of this world's power and wealth and fame that he puffed up like a singing frog and forgot that there might be things yet unknown to him; that there might be powers over which he had no control, and that there might be at least one person in the universe greater than himself.

One day, as he sat on his throne, he yawned and stretched himself and said to his Chief Librarian: "Bring me a new book." But when the librarian set a beautifully-bound volume before him he cried out: "Take it away at once. Do you mean to say that the man who wrote that book can teach me anything? Away with it at once, and bring me something new and unheard of." Now the Chief Librarian was a good man who loved his family, and as he did not wish to leave his family suddenly and painfully, he sat and thought a long while.

At last his wife said: "Charles Henry, why don't you see the wise man of Humble Valley? Perhaps he can tell you where to get something novel and unheard of." "An excellent suggestion," cried the Chief Librarian and off he went. He found the wise man seated on a log in front of his cabin door. "I see, I see," he said, as the librarian finished. "By my silver whiskers you are in a bad fix. A new book, an unheard of book! Well, well. Let me see." After stroking his silver whiskers fifteen times in a downward direction and fourteen in an upward direction the wise man jumped to his feet. He disappeared in the woods, returning ten minutes later with a small teakwood box. "Hand this to the king," he said, and say to him: "Your majesty, in this box is a book of five leaves, printed in earth's biggest factory, bound in earth's finest manner, and setting forth one thought of the greatest author that ever existed." The Chief Librarian trembled as he took the box. "What a wonderful book," he said. "The king will be so pleased that he will allow me an extra chop for my dinner." With that he was off on the run. He went straight to the king and said in his grandest manner: "Sire, in this box is a book of five leaves printed in earth's biggest factory, bound in earth's finest manner, and setting forth one thought of the greatest author that ever existed." "An excellent book," said the king. "You may have an extra chop for your dinner. Begone while I read this book." With trembling fingers the king opened the box. To his dismay he found no book at all, merely a little clump of green moss in which was planted a single blue violet." At first the king was angry, but as the sunlight fell on the violet, five blue leaves opened slowly outward. "Not so bad," smiled the king. "He said a book of five leaves. Most true. He said printed in earth's greatest factory. The out-of-doors is certainly a big place. He said bound in earth's finest manner. True in every way. What could be more perfect? Now, about the last. He said, setting forth one thought of the greatest author that ever existed. I suppose he means God. Well, well, I certainly have a marvelous librarian. He has taught me a good lesson. Go tell him to leave his chop and prepare to take me into the woods. I feel the call of the spring in my blood. I want to kick up my heels like a boy. I want to whistle a tune. I want to forget this king business, and just be a boy again."

Now I wish to set everybody's mind at rest by hurrying to say that the librarian did not lose his extra chop. No, indeed, he wrapped it up in a paper napkin, and ate it as a picnic lunch while the old king was down on his knees getting his royal fingers all covered with earth, picking violets.

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In a day when the emphasis upon character training in the school room is growing rapidly, principals and teachers should make full use of the great aid afforded by MY BOOKHOUSE in developing character while laying a solid foundation in literary taste. Leading educators everywhere testify to the remarkable value of My BOOKHOUSE in modern child education.

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Mrs. Rollin G. Sherwood
Librarian—Westport, Conn.

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Carl Holman
Principal, Pearl River High School

EDUCATION IN ACTION

Platoon School System Applied in 110 Cities

The platoon plan of school organization as a city-wide policy has been adopted by school systems of thirty-four cities in the United States. These cities, which are located in fifteen different states, range in population from 2,500 to more than 100,000 and represent a total urban population of 6,000,000. In twenty-two of the cities every school is of the work-study-play or platoon type. In all, 110 cities in thirty-three different states have one or more schools organized according to the platoon plan. These cities have a combined population of more than 17,000,000.

College Lectures By Talking Movies

Wide development of "movie colleges," in which the professors appear to the students on the silver screen, delivering their lectures by a machine for voice reproduction, was characterized as "not only possible, but probably inevitable," by E. B. Craft, executive vice-president of the Bell Telephone laboratories at a meeting of the New York Electrical Society. The electrical society announced that by having the great teachers of today lecture before the vitaphone surrounded by all the necessary diagrams and scientific paraphernalia, students of the future would be in a position as enviable as though the students of today could see and hear Bell speak on electricity, Faraday on physics, Darwin on biology, Michaelangelo on art, Shakespeare on literature and Confucius on ethics.

School Bans Gum Chewing

Fifteen hundred pupils in the Haverhill High School were notified by Principal Arlington I. Clow that the practice of chewing gum would be banned in the school as "the filthiest and most repulsive habit I know." "I find that some aspects of our school life are completely demoralized," he asserted, then compared the gum-chewing by his pupils to the munching of a herd of cows at noonday meal.

Plan to Drop Two College Years

Leland Stanford University plans to eliminate the first and second year of college work, and eventually become a graduate university, according to an announcement by President Ray Lyman Wilbur. Entrance requirements, which now include high school or preparatory school graduation, would be raised to require first and second-year college work. The change would be made because Stanford is finding greater demand for its higher educational facilities, and with limited room and restricted enrollment, would devote its attention to the higher fields of education, Dr. Wilbur said.

Opposes Militarism In Public Schools

At the close of its four-day conference in Elmira, N. Y., the Presbyterian synod of New York went on record as opposing compulsory military training in the public schools as incompatible with democratic ideals, "an affront to the conscience of peace-loving people" and as "tending to produce a spirit wholly at variance with our national desire for peace."

Study by Radio Is British Plan

Systematic education by the fireside for working men and women in Great Britain is foreshadowed by a scheme announced recently in London. This project would bring Oxford, Cambridge, Manchester, Sheffield, Durham, Nottingham and other British university lecturers into people's homes by wireless. Sir Henry Hadow, vice-chancellor of Sheffield University, has accepted the chairmanship of the committee which the British Broadcasting Company has appointed to direct the new enterprise. This type of radio education is not intended to take the place of continuation schools, polytechnics or similar existing institutions. The company is doing this because through its correspondence it has learned that many adults would welcome a chance of bettering their education and it is to such that radio lectures would be a great boon.

Library Provisions For U. S. Dependencies

Extension work by the Library of Hawaii has been carried on for thirteen years. There are now 246 points for the distribution of books, and library service is available in the remote islands. In the Philippines, however, outside of Manila, the people have little access to books, as shown by a survey of library facilities in Canada and the United States, including dependencies, conducted by the American Library Association. Library facilities are very meagre in Porto Rico and Alaska. In Guam, American Samoa, and the Virgin Islands, libraries maintained for the Navy personnel are open to civilian adults. It was found, however, that in all the islands there is need of education among the people in the value and use of libraries.

"Co-eds" Vote Not To Adopt a Baby

Co-eds of Lake Forest University vetoed the idea of embellishing their domestic science study in mothercraft by the adoption of a baby boy. The class in infant care and training was enthusiastic over the suggestion, until some of the girls with baby brothers of their own imparted the information that baby-tending involved more than wheeling a perambulator through the autumn afternoons and crooning bedtime lullabies at twilight.

Launches Campaign To End Illiteracy

The University of Georgia has launched a campaign to wipe out child illiteracy in Georgia by 1930, when the next national census will be taken. Chancellor Charles M. Snelling declared that public school officials, the state school department, attendance officers and editors would be called upon to aid. The 1920 census placed the percentage of illiteracy in Georgia above ten years of age at 15.3. The state census of 1923 showed 3,127 white and 12,346 Negro illiterate children between the ages of ten and eighteen.

Assails Passion For "Degree Hunting"

The passion for an alphabet at the end of the name has bewildered the public as to the value of college degrees, in the opinion of Mrs. Lucy Jenkins Franklin, dean of women at Boston University. Speaking before the Wellesley College Teachers' Association on "Degree Hunting" recently, Mrs. Franklin said that educational institutions must decide whether a broad preparation or a professional course, or a combination of the two, should be developed. "The alphabet today is strained to the limit to furnish letter combinations necessary for the numerous degrees granted in the educational field," she asserted. "From all points of view conditions seem to warrant a sweeping and thorough revaluation of academic degrees."

Wants Universities To Teach Cooking

United States Senator Royal S. Copeland of New York proposed in a recent address that the restaurant industry of the United States follow the lead of other industries and finance advanced research work on a large scale in the interest of a better standard of American cookery. "I want to see in every high grade American university a chair dedicated to cookery," said the Senator. "Nobody in the near future will be permitted to take charge of the preparation of food in any public eating place unless that person has had the privilege of advanced instruction."

University Naval Units Are Filled

Naval units established at six universities at the opening of the 1926 college year have proven so attractive that the success of the project, authorized by Congress, March 4, 1925, seems assured. In each of the six universities the initial quota of enrollments, limited this year by the navy department to sixty freshman students, has been filled. Naval officers in charge of one unit have been forced to refuse enrollment to as many as eighty additional applicants. The installation of the courses in navigation, seamanship and ordnance have met with full co-operation and assistance on the part of the college authorities. Students in the naval units will be graduated at the end of a four-year course with the rank of ensign in the navy reserve. The navy department expects to provide a fifteen-day cruise on ships of the fleet during the coming summer for students of the course.

Makes Gift for Founding Medical Unit

President Max Mason of the University of Chicago has announced a gift of $3,385,000 made by the General Education Board of New York for the founding of a new medical school by the university. The gift is contingent upon the university obtaining an additional $2,000,000. The new medical unit, it is expected, will provide hospital and clinics as part of its facilities for study.

Lad of 15 Looks at League of Nations

The young people of today will determine the fate of the League of Nations in the next few years, and if they are intelligently informed and morally sane they will strive to continue the work which has been begun by the men of this generation. These are the conclusions drawn, after a first-hand study of the League, by David G. Wilson, Jr., the fifteen-year-old Portland, Ore., high school boy who won the national examination conducted last Spring by the League of Nations Nonpartisan Association, the first prize for which was a trip through Europe to Geneva.

Window Breakage Being Reduced

A year ago the breakage of window glass in the Chicago schools cost the Board of Education $86,000. Reports for the first seven months this year show the damage has been diminished to less than one-third—$23,000. The breakage has been heaviest in the congested foreign districts, where the children have little respect for property rights. The superintendent called particular attention to this tremendous waste, stressing the importance and helpfulness of practical civics. The emphasis caused greater stress upon these matters by the teachers. Discussions occurred and these led many of the pupils to shoulder more of this responsibility. Safety patrols organized within the school primarily to protect the children from traffic dangers as they cross the streets, and clean-up squads, with their frequent inspections and reports, have been a real help in maintaining the order that replaces destructive lawlessness.

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TREND OF THE TIMES

Militarists Making Republic a Burlesque

According to Silas H. Strawn, Chicago merchant chief and member of a recent international commission in China, the rule of the Chinese militarists makes China seem, "as a republic, little more than a burlesque." Railroads attempting to operate by paying tribute to war lords, the brutality of the troops and a general system which makes it impossible for the people to escape from chaos are among the conditions he described. Only 139 modern courts of justice, Mr. Strawn cited, serve 400,000,000 people. Although giving his personal views on the Chinese situation, Mr. Strawn declined to intimate the nature of the report of the international commission on extra-territorial jurisdiction in China. He was chairman of that body, which has just completed a year's survey.

National Referendum On State and Local Taxes

Members of the Chamber of Commerce of the United States have voted, in a national referendum of business organizations, on state and local taxation questions. The purpose of the move is to bring about the setting up of a normal peace-time taxation system by federal, state and local governments. It is pointed out that taxes levied by state and local governments now exceed those collected by the federal government. Moreover, state and local levies now exhibit a tendency to increase at an accelerated rate compared to federal taxes. The same public pays all the taxes regardless of whether they are used to meet federal, state or local purposes. The total burden of taxes on the people is determined not by what any particular governmental agency may spend, but the sum total expended by all our governmental units.

Sees Druggists Selling Blood for Transfusions

Prediction was recently made by Dr. John L. Yates of Milwaukee that the time is not far away when blood suitable for use in transfusions would be obtainable in bottles at drug stores. Often when a minute's time balances the life of a patient needing a blood transfusion a "donor" with the right kind of blood cannot be found, Dr. Yates pointed out. Scientists in Prague, Bohemia, Dr. Yates said, have perfected a centrifugal washing process of blood serums which is so profound that it will render suitable even the blood of ox and sheep, which, if transfused in natural state, would bring almost instant death. It was deemed probable that this process will make it possible to buy at a drug store blood bottled up without "characteristics."

Paris Gets Rid Of Street Cars

Street cars, blamed as the cause of Paris traffic congestion which was admitted by police to be the worst of any big city in the world, will no longer be seen on the streets of Paris. In downtown Paris not a single street car wheel is turning. Gangs of men are tearing up the rails while underground other gangs work twenty-four hours a day rushing to completion seven new subway lines. In order to relieve traffic congestion and to move the masses, the city has decided upon double-decked subways.

Largest and Best Jail Proposed for Chicago

Cook County plans to have one of the biggest and best jails in the United States in connection with a new Criminal Courts building and a structure for the housing of jurors in Chicago, all at a cost of $7,500,000. The new Criminal Courts building will be seven stories high, but, because of lofty ceilings, about as tall as a twelve-story office building. It will accommodate fourteen courts. The feature of the design lies in the care taken to prevent contact of juries with outsiders by isolating them and to control the crowds of curious who attend criminal trials.

Advises Europe To Imitate U. S.

Secretary Herbert Hoover recently declared that if the twenty-three nations of Europe would imitate America's forty-eight states in establishing free flow of trade between themselves, and if Europe as a whole would then establish her trade relations with the rest of the world as has America, the purpose of the recent international manifesto advocating removal of trade barriers would be practically accomplished. The manifesto cannot be directed with any logic at the United States, said Mr. Hoover, because in the five years since enactment of our present tariff American imports from Europe have increased fifty-four per cent., while our exports to Europe have increased but thirteen per cent. "Our import trade is 62.7 per cent., or nearly two-thirds, on a free trade basis, for that was the proportion of imports free of duty last year," he asserted. "Moreover the 37.3 per cent. of dutiable goods fades away a good deal as an impediment on European trade by any analysis."

City Noises Like Poisonous Gas

The Celotechnin Institute of America has recently completed a study of the elimination of noises in factories and streets. T. B. Munroe, head of the institute, said there is no way of measuring how much the constant noise of a city cuts into the efficiency and mental alertness of people who must live and work in the midst of this turmoil. Noise is like an odorless but poisonous gas, he declared. It undermines efficiency and health without our knowledge. Unless people can give body and nerves complete rest by undisturbed sleep at night, he claimed, body tissues will ultimately succumb and begin to wear out. City noise is practically all caused by traffic, the institute found, and street cars and heavy trucks are the principal offenders. According to Dr. Herman Bundesen, Chicago commissioner of health, noise is cheating the average city dweller out of seven precious years of life.

Steady Decrease in Building of Ships

A continued steady decrease in world ship-building has been reported by Lloyd's Register of Shipping. During the quarter ending September 30 last, shipbuilding aggregated only 1,850,000 gross tons of merchant vessels, a drop of more than 350,000 tons, as compared with the corresponding period a year ago. This, Lloyd's said, makes an unbroken series of decreases since June 30, 1924, when the total shipping under construction was 2,616,000 tons. The present figures also represent a decline of nearly 1,313,000 gross tons from the pre-war status, the aggregate at the end of June, 1914, having been about 3,163,000 tons. The decrease during the last quarter has been general throughout all maritime nations except Holland. The motor ships now represent forty-six per cent. of the entire present world construction, with Italy devoting eighty per cent. of her entire merchant shipping program to ships with internal combustion engines.

The BOOK TABLE

NEW PHYSICAL GEOGRAPHY. By Ralph S. Tarr and O. D. von Engela, Ph.D. Revised edition. Cloth. 389 pages. New York: The Macmillan Company.

An exceedingly interesting feature of this revised edition of "New Physical Geography" issued in 1904 is the recognition of the fact that interest in the study of Physical Geography has slumped badly in the last twelve years and that the study was at its height for about ten years after the first issue of this book.

This statement is exceedingly interesting to us because we have been in close touch with school activities in every state in the Union in these twenty years, and while we recognize the truth of the statement now it had not attracted our attention. We have been saying on the platform with much emphasis that public interest in school and out has been transferred from nature to human nature and we have been intensely impressed with this as a general principle, but we had not realized that the high schools had reacted to this change.

We are quite sure that this revised edition will have much effect upon the return of the subject, for this treatment of Physical Geography places fully as much emphasis on human nature as on nature, or, stated otherwise, it is the human side of nature. The vast array of pictures, maps and charts makes it attractive to children, students and adults. The labeling of everything makes it easy reading for anyone. We shall be surprised if this book does not promote a real return of Physical Geography as a basal high school subject.

CENTENARY AMERICAN CRITICISM. Selected and arranged by James Cloyd Bowman, Litt.D. New York: Henry Holt and Company.

Dr. Bowman says that America has never been richer than in the outlook of maturing youth. Its ideals—instead of being stereotyped and conventional—have been exotic and colorful. Iconoclasts have not been wanting to break with cherished dogma and tradition. The various ensuing clashes of opinion have uncovered many a hidden mystery of the art of literature. They have kept authors alive; they have made experiments fascinating and attractive.

The purpose of his volume is to present a discussion of the various conflicts that have arisen recently in American literary criticism. Each point of view is allowed to have its full say. No effort is made to coerce opinion or to attract disciples. He says: "Many seem unable to distinguish between fact and truth. Until there is a general clearing of the misconception over the seeming connection between the impression of actuality in realism and the established facts of science, literature cannot hope to go forward to its highest accomplishment."

AN EXPLORATORY COURSE IN GENERAL LANGUAGE. Developed by Lucy Mallary Bugbee and Elma M. Clark, Ruth S. Green, Paul S. Parsons, Donald B. Swett, Clarice E. Williams, of the public schools of West Hartford, Connecticut. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

This is a most unusual language book. Indeed the Benjamin H. Sanborn Company has established a reputation of making unusual ventures which are always startlingly successful. "Exploratory" tells the truth about the adventures of these publishers.

West Hartford, Connecticut, has won wide appreciation because of the spirit of exploration and adventure. "General Language" is the result of an attempt to meet an actual need in the junior high schools of West Hartford for a try-out course in languages. As there was no such course available, the authors undertook the task of developing one. In its present form this book is the third revision. The first two editions were mimeographed for pupils' use. The purposes of the book are:—

(1) To offer all pupils the story of the development of language in general, and in particular an understanding of the historical place of English language.

(2) To furnish all pupils some knowledge of the history and etymology of English words and the relation between them and the words of other languages.

(3) To present a foretaste of the study of foreign language, and by so doing to give the pupils what has been termed a language sense.

(4) To give the individual pupil, his teachers, and his parents some basis for judging whether he should continue the study of a *specific language* further;

(5) *To reduce through educational guidance the mortality which usually accompanies the first year's study of any foreign language.*

(6) To give the pupils who later elect a foreign language a background for the study of that subject. This includes a knowledge of the home life and national customs, as well as the geographical background.

WINNIE-THE-POOH. By A. A. Milne. Illustrations by E. H. Shepard. New York: E. P. Dutton and Company.

"Christopher Robin" is the most fetching literary personality in prose and verse seen anywhere just now. If the reader does not know Christopher Robin he is too illiterate to become literate without reading the tale of the amazing adventures of Christopher Robin's favorite Big Bear and of the charming Christopher. "Winnie-the-pooh" lived in a forest all by himself under the name of Sanders, and Christopher lived behind a green door in another part of the same wood. The tales which follow are all related in Milne's delightful prose and still more delectable verse. They are not only inimitable, but they are irresistibly attractive. It is probably the best gift book that will appear before Christmas.

A NEW PALMER METHOD HANDWRITING MANUAL FOR THIRD AND FOURTH GRADES

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ESSENTIALS OF FRENCH. By James P. Bird, professor of Romance Languages, Carleton College. Cloth. x+368 pages. Garden City: Doubleday, Page and Company.

This is one of the most attractive of recent French books. It is accurate, pedagogically sound, beautifully printed—appealing both to student and teacher mechanically and in content. Instead of the usual summary of pronunciation in an introduction, Professor Bird really teaches French pronunciation, devoting the first fifteen lessons to it. This allows the presentation of the facts of French pronunciation in moderate doses, and better yet, insures copious exercises at the same time. Only about 200 words are used in the vocabularies of the first twenty lessons, permitting concentration on pronunciation and the preliminary grammar points, with plenty of repetition. Another feature showing the thoroughness with which the early problems are attacked in the book is the provision of frequent reviews. Phonetic symbols are employed in the teaching of pronunciation and in the short vocabularies of the lessons as well as in the general vocabulary. The lessons are not stereotyped in arrangement; some lessons have dictation, others a simple dialogue, others a reading lesson with questions thereon. Grammar is taught in English, but there is an increasing use of French in the conduct of the class. There is constant comparison and contrast with English usage, and the presentation of material in the book is always approached from the viewpoint of the American student who must use it. In addition to the 108 lessons of the text proper, there is an appendix, containing summaries of pronunciation, a table of uses of the subjunctive, a note on tenses, a list of common words and phrases for class use, forms of regular and common irregular verbs, and a number of choice French poems; the French-English and English-French vocabularies are complete, and the indispensable index is provided. Author and publishers deserve our congratulations on producing a satisfying and reliable introductory French book.

MEDIEVAL AND MODERN TIMES. An Introduction to the History of Western Civilization From the Dissolution of the Roman Empire to the Present Time. By James Harvey Robinson. New and Completely Revised Edition. Cloth. Illustrated. 850 pages. Boston, New York, Chicago: Ginn and Company.

Dr. Robinson has no superior as a writer of history, and though he has been writing masterful school histories for several years, he is today one of the ablest writers for Harper's Magazine, one of the leading repositories of standard literature of the time.

This rewritten history deals with the World War as faithfully and as critically as with any phase of the history of any other time.

One notable characteristic of all Dr. Robinson's work is that he has always in mind all the forces that make history, and this is vitally important in the presentation of history, especially European history since the breakup of the Roman Empire, and this trait of historical writing increases in importance as history approaches the present complex social and industrial conditions.

SOCIAL THEORIES OF THE MIDDLE AGES, 1200-1500. By Bebe Jarrett. Cloth. 280 pages, 6 by 9 inches. Boston: Little, Brown and Company.

Nowhere else can there be found so much about the Social Theories of the Middle Ages, 1200 to 1500, that is so carefully winnowed for twentieth century students and presented in so charming phrasing as in this presentation of Law, Education, Women, Slavery, Property, Money-Making, War, Christendom and Art as in these 280 pages. Naturally we have confined our reading to the thirty-seven pages on Education, which, by the way, is the longest of the nine chapters.

The social theories of an age can be best seen in its education, in the ideas held up to it for motive, in the things it studies. Social theorists have always written books on education, have always laid great stress on the character of its education. We quote stray sentences from the hundreds characteristic of this study of education in the thirteenth, fourteenth and fifteenth centuries.

"Education of princes is necessary to the government of people to be entrusted to their care. The only escape from idleness in a prince is a love of learning. The more leisurely their lives the more insistent is their need of education. . . . The devil endeavors by means of pagans, heretics and false Christians to hinder knowledge lest there should be learned men in the church who might provide us with spiritual weapons in our warfare. . . . A family looks simple yet is really complicated, implying a triple relationship—husband and wife, parents and children, master and servants. These relationships are to be governed by reason. . . . Boys are changeable creatures, mercurial, up in the sky one moment and the next in the depth of hell, timid, easily frightened, yet only conscious of their troubles at the moment, easily forgetting the next moment their fears. They speak without forethought, words tumble out of their mouths, they are interested in useless knowledge very often, and hardly trouble about life. They will lend money without difficulty. Pride and luxury and lasciviousness are as naturally theirs as are the opposite virtues. They are also very lazy. They are untidy, too, and uncleanly. They have a gift for making friends. They should be taught the virtues of friendship—namely fidelity, never lying to a friend, never revealing his secrets, not leaving him even when all goes ill with him, good tempered, constant, seldom changing old friends for new."

There are literally hundreds upon hundreds of sentences written from four hundred to seven hundred years ago that are as vital and valuable today as they were in the Middle Ages. It is certainly refreshing to realize how eternal truths are.

UNITED STATES. A Second Study in Democracy. By H. E. Buckholz. Cloth. 400 pages. Baltimore: Warwick and York, Inc.

This is an unusual study of democracy, one that will be sure to please those who enjoy seeing the dark side of things, and is equally sure to please those who enjoy seeing the bright side of things American, but entirely aside from the likes and dislikes of the readers it is evident that the author has brought together many important facts and has a theory which he thinks will produce a real democracy in America.

REWARDS OF READING. By Frank Luther Mott, University of Iowa, and editor of The Midland. Cloth. 205 pages. New York: Henry Holt and Company.

For more than forty-one years we have had the luxury of writing practically all of the notices of books in the Journal of Education, and it has been a real pleasure, but not always do we keenly enjoy a book of essays as we have enjoyed reading "Rewards of Reading," which is a wholesome and interesting series of essays on the economics of reading, with the motto that the time and money one spends in reading should be made to pay the largest possible dividends. From first to last Mr. Mott insists that reading must be enjoyed and it must have a personal flavor.

He treats specifically of Novel-Reading, The Short Story, Essay Reading, History as Literature, Biography, Autobiographical Literature, Oratory and Literature, Everyman's Poetry, The Great Epic, Short Stories in Verse, The Charm of the Lyric, The Reading of Plays, and Bible Reading.

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"Why are you selling this soap?" inquired a lady at a house in Johnny's district.

"To raise three million dollars for Radcliffe," was the prompt reply.

"Three million dollars!" the lady exclaimed, amused at the youngster's seriousness. "And are you going to raise it all by yourself?"

"No, ma'am," said Johnny, smiling brightly, "there's another little boy helping me."

After That, What?

"Papa," said St. Regis' little boy, "I hear your golf partner is going to be married next week." Little St. Regis' ideas on the subject are somewhat confused, "And the last three days they give him everything to eat he asks for, don't they, papa?"

Knew Sheep

A city young woman went out to teach a country school. The class in arithmetic was before her. She said: "Now children, if there are ten sheep on one side of the wall and one jumps over, how many sheep will be left?"

Then up piped a little tow-headed daughter of a farmer: "No sheep, teacher, no sheep."

"Oh, oh," cried the teacher reproachfully. "You know better than that! Think again. If there were ten sheep on one side of the wall and one jumped over, nine would be left."

"No!" persisted the child. "If one sheep jumped over all the others would jump over too. You know 'rithmetic, but I know sheep."—Charleton News.

Robert Was a Subwayite

"Now, Robert," said a teacher, dilating on the virtue of politeness. "If you were seated in a car every seat of which was occupied, and a lady entered, what would you do?"

"Pretend I was asleep," was the unhesitating reply.

Another Flivver Gag

It was an outraged traffic cop who addressed himself to a certain fellow who had held up a string of autos several blocks in length.

"Can't ye go any faster?" he roared.

"Yes," was the calm response of the driver of the antiquated flivver, "I can, but I don't want to leave the car."—Hamilton Express.

Innocents Abroad

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"What is it?"

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Meetings To Be Held

NOVEMBER.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

27: Association of Modern Language Teachers of the Middle States and Maryland, Philadelphia, Pa. Miss Elsie I. Jamieson, Kensington High School, Philadelphia, secretary.

28-29: Association of Teachers of Mathematics in the Middle States and Maryland, New York, N. Y. Elsie V. Bull. West Chester, Pa.

28-30: American Historical Society, Rochester, N. Y. D. C. Munro, Princeton, N. J.

DECEMBER.

2-3: Association of Colleges and Secondary Schools of the Southern States, Jackson, Mississippi. N. W. Walker, University of North Carolina, Chapel Hill, N. C.

2-3: Association of Colleges and Secondary Schools of the Southern States. N. W. Walker, Chapel Hill, N. C.

20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

27-28: American Association for the Advancement of Science, Philadelphia, Pa.

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

27-29: Geological Society of America, Madison, Wis. Charles P. Berkey, Columbia University, New York, N. Y.

27-30: National Commercial Teachers' Federation, Chicago, Ill. Willard J. Wheeler, Wheeler Business College, Birmingham, Ala.

28-29-30: American Psychological Association, Psychological Laboratory, University of Pennsylvania, Philadelphia, Pa.

28-29-30: Illinois State Teachers' Association. Springfield. R. C. Moore, Carlinville, Illinois.

28-29-30: Pennsylvania State Education Association, Harrisburg. J. H. Kelley, secretary, Harrisburg.

28-30: American Psychological Association, Philadelphia, Pa. Harvey Carr, University of Chicago, Chicago, Ill.

28-30: Illinois State Teachers Association, Springfield. Mrs. E. A. Armbruster, Peoria.

27-January 1, 1927: American Association for Advancement of Science, Philadelphia, Pa. Michael I. Pupin, Columbia University, New York.

27-30: Linguistic Society of America, Harvard University, Cambridge, Mass. (Professor R. G. Kent, secretary, University of Pennsylvania, Philadelphia, Pa.)

28-29: American Students Health Association, New York City, Warren E. Forsyth, University of Michigan, Ann Arbor, Mich.

28-31: Botanical Society of America, Philadelphia, Pa. L. H. Bailey, Ithaca, N. Y.

29-30: National Association of Biblical Instructors in American Colleges and Secondary Schools, New York, N. Y. Ralph K. Hickok, Wells College, Aurora, N. Y.

29-31: Association of American Geographers, Philadelphia, Pa. J. P. Goode, University of Chicago, Chicago, Ill.

29-31: National Association of Teachers of Speech, Chicago, Ill. E. M. Mabie, University of Iowa, Iowa City, Iowa.

29-31: The annual meeting of the Florida Education Association, Tallahassee, R. M. Sealey, president.

29-31: Modern Language Association of America, Harvard University, Cambridge, Mass. (Professor Carleton Brown, Bryn Mawr, Pa.)

December 31-January 1: American Association of University Professors, University of Pennsylvania, Philadelphia, Pa. (Professor H. W. Tyler, secretary, Massachusetts Institute of Technology, Cambridge, Mass.)

JANUARY

17-23, 1927: National Thrift Week.

FEBRUARY

19: National Council of Teachers of Mathematics, Dallas, Texas. Marie Gugle, Columbus, Ohio, President.

27-March 3: Fifty-seventh annual meeting of the Department of Superintendence of the N. E. A., Dallas, Texas.

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

JULY

3-7: N. E. A. Convention, Seattle, Washington.

AUGUST

3-10: World Federation of Education Associations, Toronto, Canada.

Summer, 1927: National Congress of Parent-Teachers Association, Oakland, California.

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